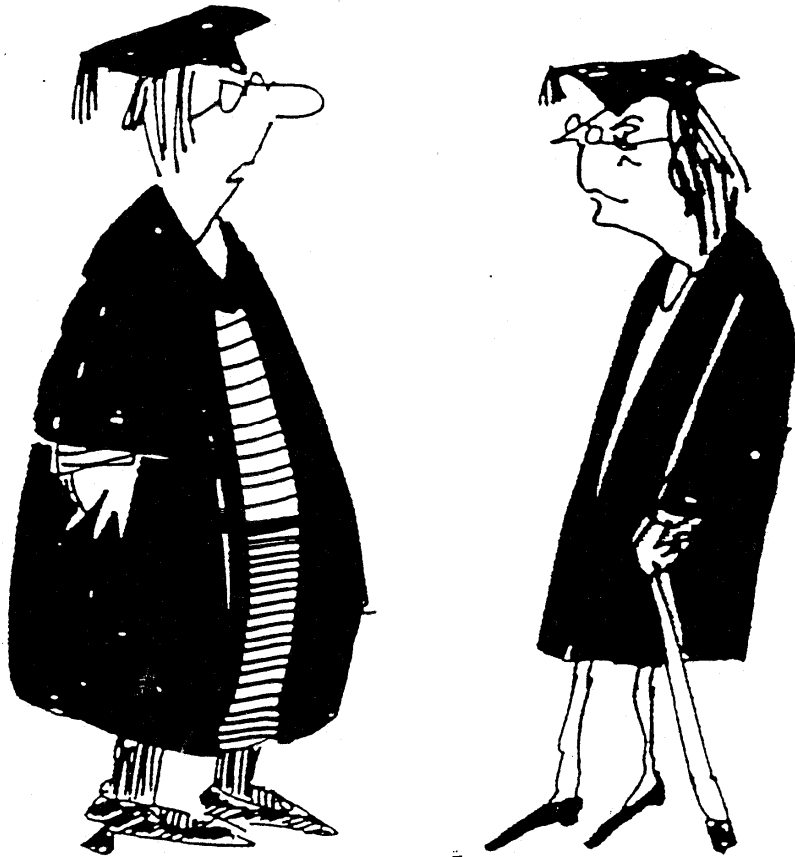


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SHOULD WE GIVE THE BOYS A CHANCE?



"My goodness! Another woman professor! You're the third I've met in seventeen years . . ."

Cartoon c 1997



**Homo professorus:
Extinct species
Cartoon c 2037**

I'm trying today to 'walk the talk' with a demonstration of different lecturing styles each usually associated with a particular gender

Section One

feminised version – open ended, emotional, reflective, visual, trying to be empathetic in dress, trying to share ownership. BUT does this abrogate the teacher's role as leader and lead to anarchy?

I'm a post-modernist feminist so you have to know about me personally to see what my biases are in presenting data to you

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SHOULD WE GIVE THE BOYS A CHANCE?
Emeritus Professor Angela Thody

So let's go back in my history

*Salisbury Girls' High School,
Federation of Rhodesia and Nyasaland,
1957-9
State comprehensive school
9 form entry;
special needs inclusive
racially exclusive*

And the influence it had on me



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SHOULD WE GIVE THE BOYS A CHANCE?
Emeritus Professor Angela Thody

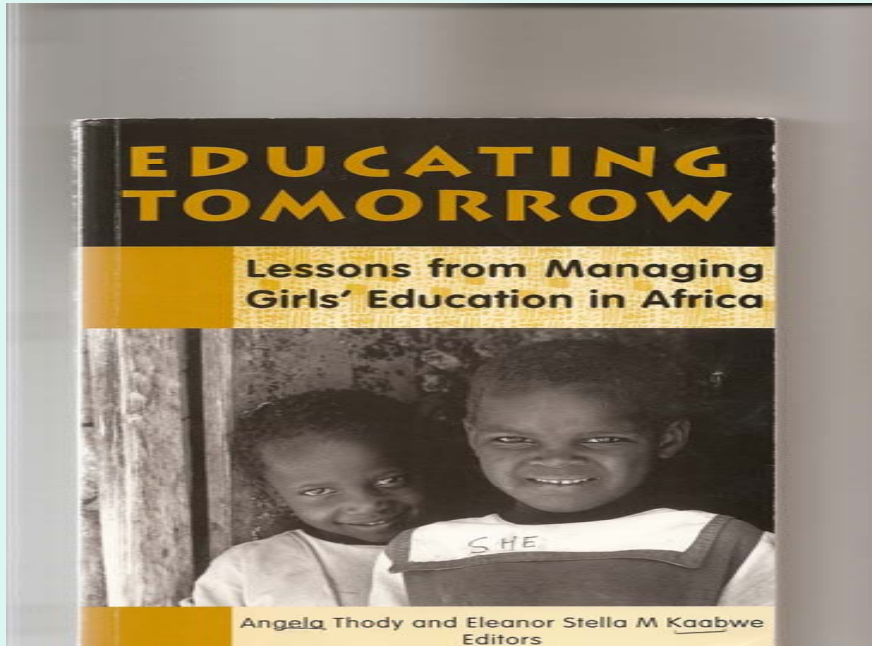
Salisbury Rhodesia 1959

**Let's sing of our traditions, we of the Girls' High School
Of pioneering courage, of loyalty and zeal
And we who now come after, should be striving more and
more**

**To follow the example of those who've gone before.
Ad astra, ad astra, ad astra; We aim in work, in work and play
To be more worthy of our name, and honour it always**



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Emeritus Professor Angela Thody



**Harare, Zimbabwe late 1990s
same Girls High School:
same uniform,
same song
different regime**

Where it took me



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SHOULD WE GIVE THE BOYS A CHANCE?

Emeritus Professor Angela Thody

And now?



**Makes greetings cards;
does ballet and morris dancing;
has cat, caravan, 2 daughters,
1 husband, 1 grandson; lives in Leicester; previous employments at Unis
Leicester (6 years), Luton (4 years), De Montfort (7 years), home (14
years), Open (sporadically); lectured in all continents except Antartica;
first woman to become senior lecturer in Business School at De Mont Uni;
first woman President Commonwealth Council for Educational
Administration; founder member of Lincoln Association of Professors
Emeriti and of Roses and Wine Red Hatters.**

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SHOULD WE GIVE THE BOYS A CHANCE?

Emeritus Professor Angela Thody

Data will be presented without my commentary

(but remember – I selected what to present)

SO MAKE UP YOUR OWN MINDS

How did we move from THIS...England

1948 teachers should not aim to iron out their differences from men...but to teach girls how to grow into women and to relearn the graces which so many have forgotten in the last thirty years (John Newsom on the Education of Girls)

1959 In both working class and middle class households, little girls were groomed to be housewives and mother

**1966 Girls' education should follow the broad themes of home making to include not only material and practical provision but the whole field of of personal relations in courtship, in marriage and within the family...the influence of women on events is exerted primarily in their role as wives and mothers
(Newsom Report *Half Our Future*)**

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TO THIS?	2006	Boys	Girls
Hitting targets at 7		80%	89%
Hitting targets at 11		74%	85%
Hitting targets at 14		69%	80%
Five A*-C GCSE		52%	61%
Taking A levels		36%	44%
Suspended from school		248,950	94,750
Excluded from school		7,280	1,860
Taught in PRUs		11,280	3,960
Continue to post-16 ed.		144,229	167,258

How did we move from THIS...

1975 England's EOC established; 33% of the workforce were female; you could sack a woman for pregnancy; women's pay was barely 66% that of men

By 2005, USA professions in which the proportion of women outnumbered that of men:

Psychologists – 68%

Health managers – 68%

HR managers – 66%

PR specialists-65%

Accountants/auditors-60%

Journalists-54%

Legal staff-52%

Women in their twenties are earning 20% more than men in the same age bracket, in five major US cities

Source: Dept of Labour stats cited in *The Sunday Times*, p. 22, 20/09/07

...AND SHOULD I CARE?

Today's session =

SHOULD WE GIVE THE BOYS A CHANCE?

WHAT CHANCES DO THEY NEED?

ARE THESE THE SAME WORLD WIDE?

WHAT ARE THE POSSIBLE CAUSES?

**WHAT SHOULD, OR CAN, EDUCATION LEADERS DO
ABOUT THEM?**

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Doctoral Programmes**

SHOULD WE GIVE THE BOYS A CHANCE?

Emeritus Professor Angela Thody

WHAT HAPPENED FOR THE MEN?

1997 ENGLAND

**‘MEN REDUCED TO SEX OBJECTS AS WOMEN SATE LUST FOR
POWER’[\[1\]](#) SUNDAY TELEGRAPH**

men will become shadows of their former selves in the next decade as women become more confident and dominate the work place...men will be the oppressed victims...women will be addicted to power and success...By 2010, three in five women will earn more than men...four in ten women now believe they are superior to men...women could come to see men as househusbands or mere sex objects...the Government may have to introduce special measures to help men find work

[\[1\]](#) Jackson, L. and Hardy, J. 02/03/97 report on Demos Report - a policy think tank

SHOULD WE GIVE THE BOYS A CHANCE?

Emeritus Professor Angela Thody



What happened for the men?

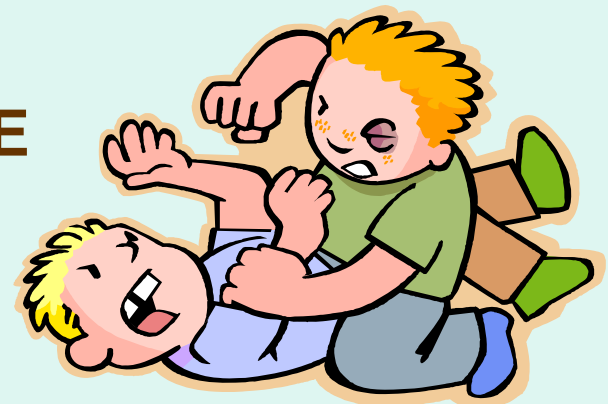
ENGLAND - KEY STAGE ONE, 2000

85% OF GIRLS

72% OF BOYS

REACH LEVEL 2

**83% OF ALL SCHOOL PUPILS
EXCLUDED FOR UNACCEPTABLE
BEHAVIOUR ARE BOYS**



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SHOULD WE GIVE THE BOYS A CHANCE?

Emeritus Professor Angela Thody

Consult the pictures designed for primary school display

What are your comments on these?

**Watch the DVD of the first Birmingham University
ceremony that included women**

A penny for your thoughts?

WHAT HAPPENED TO THE MEN?

ENGLAND 2001

‘FEMINISED EXAMS CAN PRODUCE ONLY CIVIL SERVANTS’

The Independent

**GCSE AND A LEVELS WITH MODULAR COURSE,
COURSEWORK AND CONTINUOUS ASSESSMENT
FAVOUR HARDWORKING, METHODOICAL GIRLS...WHO
ARE SYSTEMATIC, CONSISTENT AND PAY ATTENTION
TO DETAIL...BOYS ARE BEING REMADE IN A FEMINISED
IMAGE...EXAMS NEED TO BE TAILORED TO BOYS’ RISK
TAKING ABILITIES’**

WHAT HAPPENED TO THE MEN?UK 2006

Girls outperform boys at all examination levels in virtually all subjects

There are more female undergraduates than male undergraduates

ENGLAND AND WALES 2001

‘GRADE GAP SHOWS HOW SCHOOLS ARE BETRAYING BOYS’

DAILY MAIL 16/08/01

% RATE OF A GRADES in A LEVELS		
	BOYS	GIRLS
ART AND DESIGN	23.5	26.4
TECHNOLOGY SUBJECTS	14.8	17.9
BUSINESS STUDIES	10.0	11.3
CHEMISTRY	25.6	27.7
GEOGRAPHY	15.8	23.0
FRENCH	26.4	23.9
GERMAN	32.9	23.0
SPANISH	30.8	27.2
CLASSICS	28.6	27.7

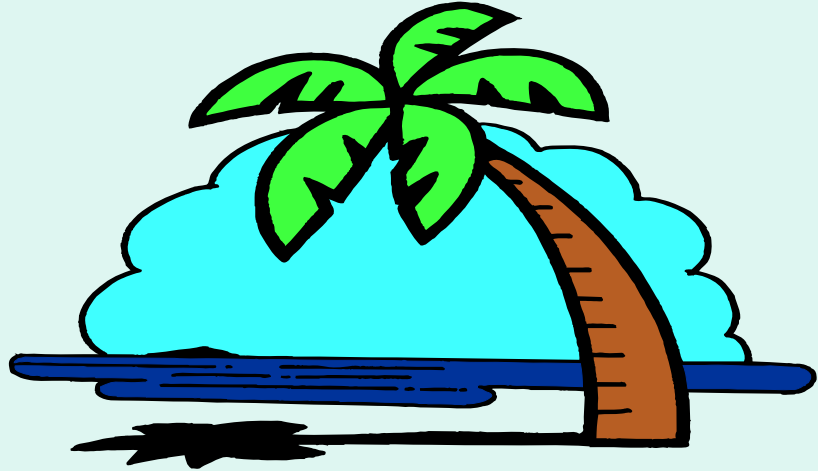
WHAT HAPPENED FOR THE MEN IN AUSTRALIA?

**AUSTRALIA 1999
YEAR 3 STUDENTS
86.9 % ACHIEVE THE NATIONAL STANDARDS
BUT GIRLS OUTPERFORM BOYS
BY 5 POINTS NATIONALLY
BY 7.9 POINTS IN TASMANIA
BY 7.3 POINTS IN VICTORIA**

Jones, C. (1999) Girls rate better on literacy. *The Age*, 1 April 2000. www.theage.com.au/news/20000401/A42269-2000Mar31.html



**WHAT HAPPENED
FOR THE MEN IN
BARBADOS
AND ST VINCENT
1997**



**BOYS PARTICIPATE LESS THAN GIRLS IN
SECONDARY SCHOOLING.
HIGHER DROP OUT RATE FOR BOYS THAN GIRLS
FROM SECONDARY SCHOOLING ESPECIALLY.
AMONGST BOYS FROM WORKING CLASS
BACKGROUNDS OR WITH ABSENT OR
DISINTERESTED FATHERS**

WHAT HAPPENED FOR THE MEN IN THE USA?

**2005: More than 50% of women in full time
employment have university degrees
compared with 38% of men**

**Source: Professor Andrew Berridge, Queens College New York, Research Report published
2007**

No conferring:

**Please write very briefly your reactions to the session
and the data so far**

The notes need be legible only to you



IS IT DIFFERENT FOR BOYS IN DEVELOPING COUNTRIES?

UN statistical report for 1990-1998 on developing countries:

All countries are close to achieving gender parity for 15-24 age group

Disparities at pre-primary level are negligible or favour girls except in west and central Africa, Pakistan and Morocco

Parity has been reached in Latin America, Asia, Oceania, Caribbean. In some Latin American countries, Caribbean and southern Africa, girls' access exceeds that of boys



HOW ARE MEN FARING IN LIFE AFTER FORMAL EDUCATION?

The highest ranking countries for having decreased the gender gap in economic status, political empowerment, health and education access and outcomes by 2005 were

- 1. Sweden**
- 2. Denmark**
- 3. Norway**
- 4. Finland**
- 5. Iceland**
- 6. New Zealand**
- 7. Canada**
- 8. Great Britain**
- 9. ETC**



BUT WOMEN CAME UP AND MEN STAYED THE SAME

HOW ARE MEN FARING IN POLITICS?

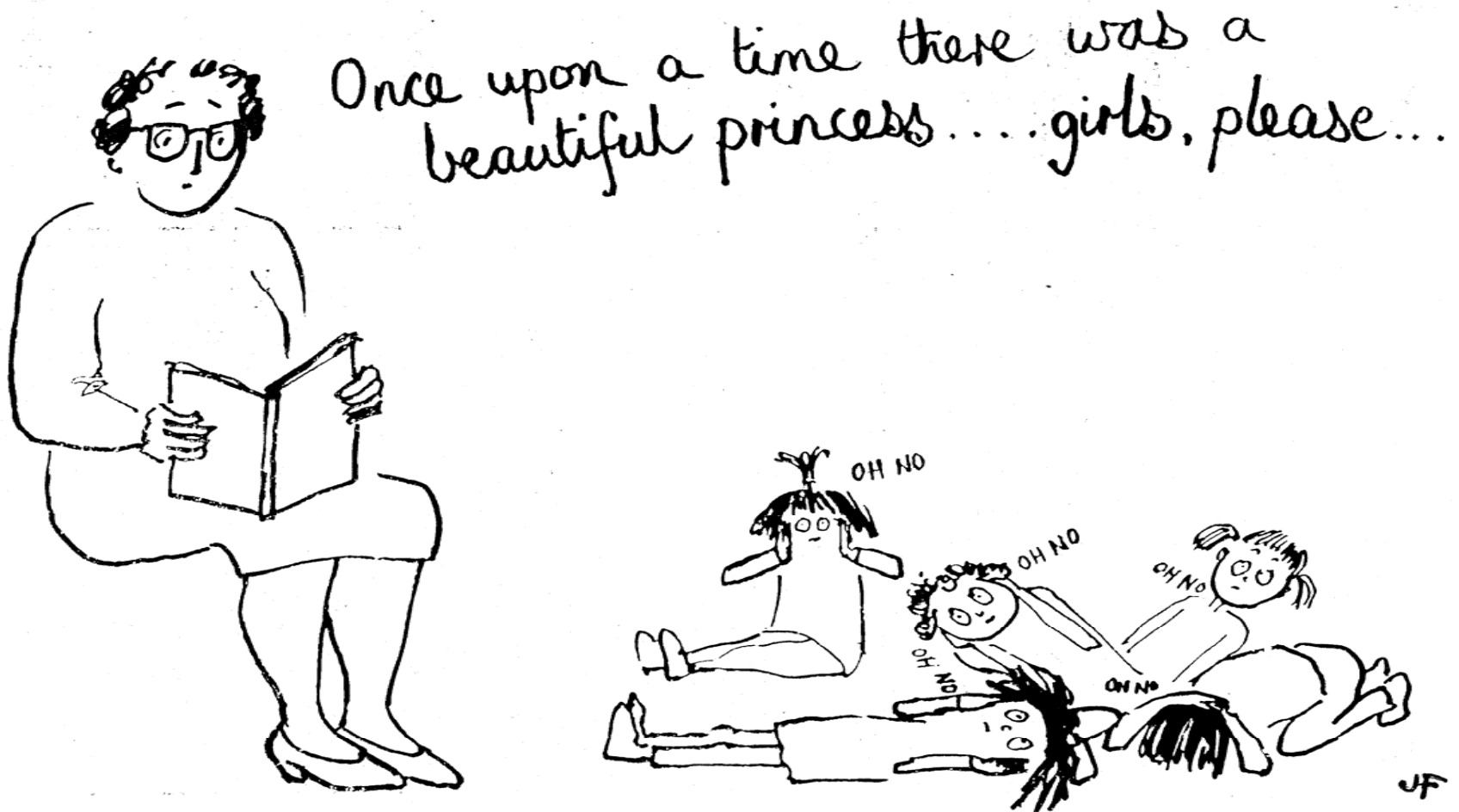
1992 First female Speaker of the House of Commons

2007 First female Speaker of the House of Representatives

1996/2000s First female Secretaries of State for Foreign Affairs in UK and USA (Madeleine Albright, Condoleezza Rice, Margaret Beckett)



What should men do if no-one wants a prince any more...



IT'S ALL MEN'S FAULT – THEY WON'T STAY AT SCHOOL

School Life Expectancy

Highest is Norway

Female SLE= 17.6

Male = 16.3

UK: Female 16.8 years

Male 16

Lowest is Mali

Female SLE= 1.4

Male = 2.7



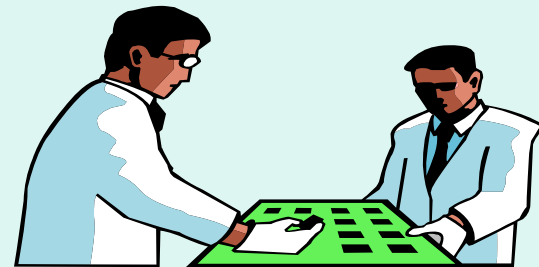
Reflecting from your experiences in own organisations, how far do they accord with the data presented so far? You may want to consider e.g. staffing patterns, students' results, staff absentee rates, student exclusions, etc

Work with another person from the same phase of education as yourself.



but do not yet weep for the men...

England– 2000: TEENAGE GIRLS ARE BEING FROZEN OUT OF SCIENCE LESSONS BY BOYS WHO HOG THE BUNSEN BURNERS AND OTHER EQUIPMENT AND TEACHERS ARE DOING LITTLE TO HELP. SCIENCE WAS THE ONLY SUBJECT IN 2000'S NATIONAL TESTS FOR 14 YEAR-OLDS IN WHICH BOYS DID BETTER THAN GIRLS...THE SCIENCE GENDER GAP IS GREATER IN ENGLAND THAN ELSEWHERE. BOYS ARE ACHIEVING THEIR SUCCESS AT THE EXPENSE OF GIRLS... TEACHERS USE THE COMPARATIVE LICENCE OF SCIENCE CLASSES TO MAKE SEXUAL GIBES AT GIRLS



BUT WEEP NOT YET FOR THE BOYS...

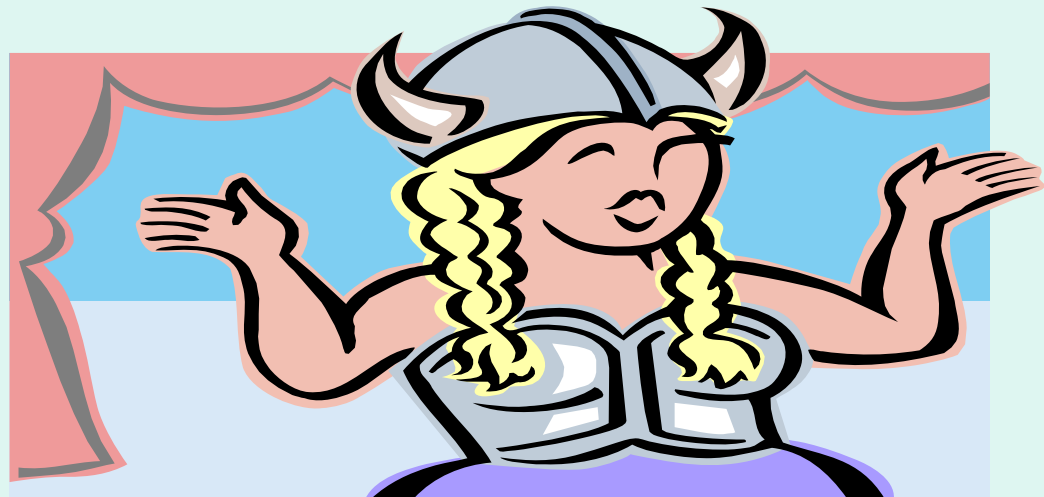
1996

First woman appointed as Director of the Royal Opera House (Genista Mackintosh)

‘and my feeling is that women are better at running things than men’

(Rupert Christiansen, opera critic, *Daily Telegraph*, 7/12/96, p. A6)

1997 – resigned



BUT WEEP NOT YET FOR THE MEN...

NANCY ASTOR

1919

**FIRST WOMAN MP TO TAKE HER SEAT IN
PARLIAMENT**

2007

**The proportion of women MPs in Britain is 19.5%.
This is lower than in Iraq, Rwanda or Afghanistan**

(The Week, 13 Jan 2007)

BUT WEEP NOT YET FOR THE MEN...

ZIMBABWE 1994

NO SIGNIFICANT DIFFERENCES BETWEEN BOYS AND GIRLS ACCESS RATES TO SCHOOLING NOR IN EXAMINATION RESULTS AT GRADE 7 BUT MORE GIRLS THAN BOYS DROP OUT OF SCHOOLING AFTER ONE OR TWO YEARS AND FEWER GIRLS PROCEED TO SECONDARY SCHOOLING

Swainson, M., Bendera, S., Gordon, R. and Kadzamira, E. (1998) *Promoting Girls' Education in Africa: The Design and Implementation of Policy Initiative*. Serial No. 25. London: Department for International Development

2006 School enrolment down from 93% to 53%; primary school drop-out is 32%, mainly girls



But weep not yet for the men...

1980s and early 1990s: Women of all economic levels were decreasing the pay gap with males. There were sharp rises in women's pay.

From mid 1990s, women with first degrees found their pay gap with males beginning to widen again. For less highly educated women, the rate of decreasing pay gap slowed down. For the most highly educated women, the rate of decreasing the pay gap has considerably slowed.

Eg USA - top rate for women working a 50 hour week = \$90,000
and for men at the same level, \$115,000.

The pace at which women are entering job fields that pay the most has lessened.

For every dollar earned by a man, a woman earnt 75.7 cents in 1995;
a woman earnt 74.7 cents in 2005

The pay gap between men and women with equal qualifications in equal jobs has not budged in the last ten years

Leonhardt, D. (2006) 'Gender Pay Gap, Once Narrowing, is Stuck in Place', *The New York Times*, 24 December, 53,803, pp. 1 and 18.

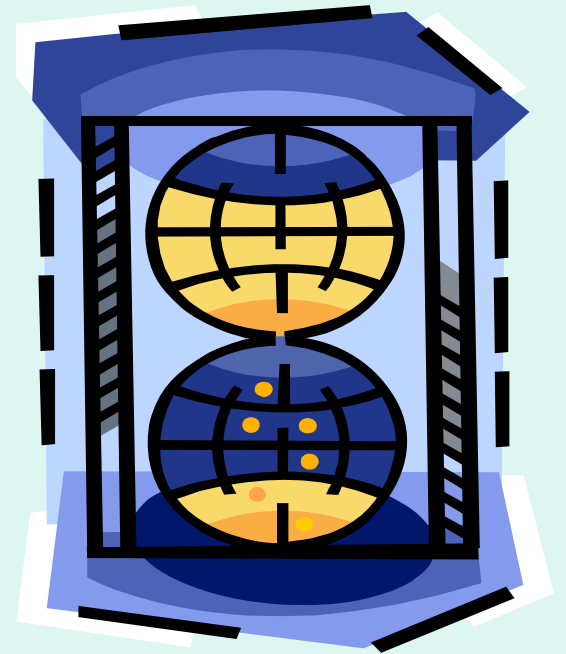
BUT WEEP NOT YET FOR THE MEN...

2000
IN DEVELOPING COUNTRIES

78 MILLION GIRLS
52 MILLION BOYS

DO NOT ACCESS PRIMARY
SCHOOLING

875 million people world wide
are illiterate; two thirds of
these are women



But weep not yet for the men...

UN statistical Report for the period 1990-1998:

Where gender disparity has decreased in educational access, this is more because boys' enrolment has dropped so it's level with that of girls, rather than girls' enrolment increasing

Boys school retention is higher than girls in sub-Saharan Africa, Yemen, Southern Asia; disparities favour boys in central and east Africa, Arab states and S. Asia; majority of developing countries have fewer girls than boys in school

Challenge of Achieving Gender Parity in Basic Education: A statistical review.

<http://unesdoc.unesco.org/images/0012/001259/125927e.pdf>

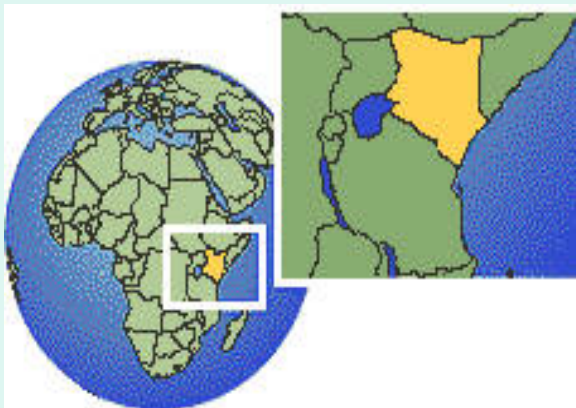
But weep not yet for the men...

2000

SECONDARY SCHOOL ENROLMENT OF ELIGIBLE AGE GROUPS

COUNTRY	BOYS	GIRLS
KENYA	26%	21%
THAILAND	25%	18%

Buchman, C. and Brakewood, D. (2000) Labour structures and school enrollments in developing countries; Thailand and Kenya compared. *Comparative Education*, Vol.44, No. 2, pp.175-202.

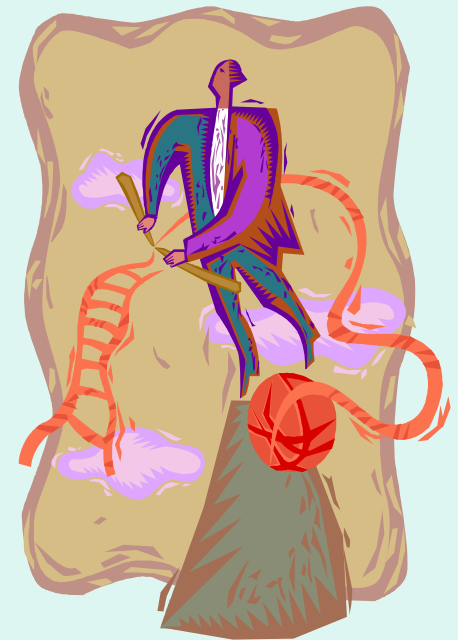


But weep not yet for the men...
2007 'Guys reclaiming the manly art of the needle'

See
coolboysknit.com; menknit.net

del Vecchio, M. (2006)
Knitting with Balls: A Hands-on Guide to
Knitting for the Modern Man
Includes patterns for covers for iPods,
laptops and beer, a business card holder
and a hoodie.

DVD *Real Men Knit*, by Unconfined Mind
(www.unconfinedmind.com)



(Source: Peace, T. (2007) 'Real Men know how to cast off',
The Globe and Mail (Canada), 27/01/07, p. L1-2.)

But weep not yet for the men...

UK 1996

15000 more 18 year old boys are unemployed than girls

37% of teenage boys have high self-esteem

23% of girls have high self-esteem

(Coleridge, N. 1996, Oh dear, it's a boy. *The Daily Telegraph Weekend*, 7 Dec., p. 1)

**2007 Announcement that the school leaving age
is to be raised to 18**



But weep not yet for the men... England 2007

Gender gap is narrowing *The Independent*, 11th Jan 2007

At GCSE, in 2006, girls achieved 10% more A*-C grades than did boys

At GCSE, in 2006, girls achieved 9.6% more A*-C grades than did boys

But weep not yet for the men...

Caribbean: boys underperform in all subjects and levels

BUT: disparities are much less at secondary than at primary school

AND: at high performing and very low performing secondary schools, there are no significant differences between boys' and girls' achievements



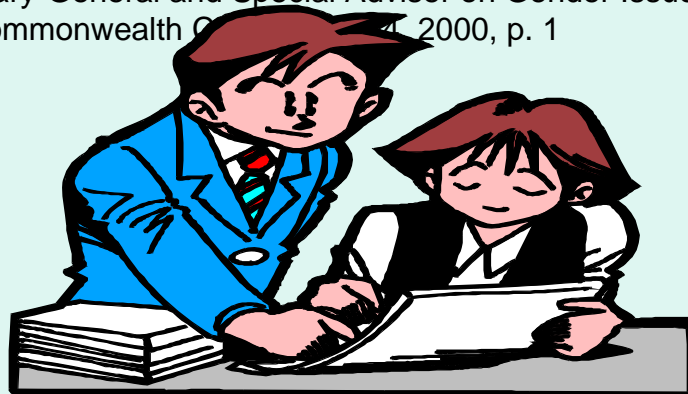
But weep not yet for the men...

COMMONWEALTH GENDER POLICY MAKES IMPACT

**SINCE THE BEIJING CONFERENCE
MUCH ACHIEVED BUT**

**‘THE MOST INSIDIOUS BARRIER TO WOMEN’S EQUAL
PARTICIPATION IN DECISION MAKING AND LEADERSHIP
IS THE PERSISTENCE OF STEREOTYPICAL ATTITUDES
TOWARDS THE GENDER ROLES OF WOMEN AND MEN’**

Angela King, UN Assistant Secretary-General and Special Adviser on Gender Issues, speech at the Commonwealth Secretariat, 4/12/00 reported in Commonwealth Secretariat, 2000, p. 1



But weep not yet for the men...

GHANA 1998

GIRL PUPIL:

‘MY UNCLE DIDN’T WANT TO PAY MY SCHOOL FEES SO I HAD TO STAY LATE IN THE NIGHT PREPARING TOFFEE AND GROUNDNUT CAKE UNTIL I COULD GET SOME MONEY TO PAY MY SCHOOL FEES FOR ONE YEAR’

Stephens, D. (1998) *Girls and Basic Education: A Cultural Enquiry*. Serial No. 23. London: Department for International Development



BUT WEEP NOT YET FOR THE MEN...

England 2007: Girls not progressing to h.e., their lives centre on the five Cs – cleaning, catering, cashiering, caring and clerking
(The Guardian, Leader, 24/09/07)

And could one add that for girls who do progress to h.e., their lives include all the above as well as high powered careers?

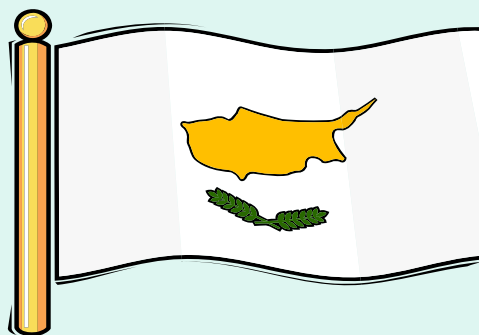
2007 England:

- women in f/t work average 17% less earnings than men or £330,000 over a lifetime (Guardian op cit) (but that's half the differential of 1975)
- women earning over £30,000 are less likely to read their children bedtime stories than women earning under £10,000 (Telegraph, 26/09/07, p. 10)
- Only men can be geniuses – in the brightest 2% of the population, there are two men to every one woman

But weep not yet for the men...

Cyprus 2004-5

	Male teachers	Female teachers	Male Deputies and Principals	Female Deputies and Principals
Primary	533	2623	293	560
Secondary	1478	2622	466	530





In order to avoid intimidating potential boyfriends, US women are not revealing their high salaries; well qualified women pretend to be airline stewardesses so as not to put men off.

Once in their thirties, women fall behind men in earning power owing to starting families and so losing promotion opportunities



Oct 2007: There is a proposal to replace first degree classifications with a type of 'record of achievement' to include not only academic achievements but also transferable skills, community work etc. What impact might such a change have on the current patterns of females surpassing males in degree classifications?



**Men and women in
separate groups
for this discussion
please**



BUT NOW

IT'S TIME I LECTURED PROPERLY. ..

using a more masculine approach, authority established with traditional symbols, with formal reading, with statements of authoritative fact BUT does this prevent preparation for democracy?

**If you want a copy of this formal paper,
OR pp slides please email me at
angelathody450@hotmail.com**

Email title: gender lecture request



**GENDER AND LEADERSHIP: THE BASES OF EMBEDDED DISPARITIES
AND A PROLEGEMON FOR A SOLUTION**

Professor Emerita Angela Thody

FCCEAM, PhD, MEd, BA, PGCE, MACEA, ILTM, SOA, MBIM

Centre for Educational Research and Development

University of Lincoln

England

Co-editor (with Dr Kaabwe, Natal) -

Educating Tomorrow: Lessons from Managing Girls' Education in Africa

Juta, South Africa, 2000

Past President

(and first female President)

Commonwealth Council for Educational Administration and Management

I'm a modernist structuralist functionalist

My role as a professor is

- **to present my thinking from my research,**
- **to explain this to you**
- **to provide information from other people's research.**

LECTURE OUTLINE

- a. commentary on gender differences in education around the Commonwealth**
- b. outline of possible causes**
- c. should we, and can we do anything about this and if so, what ?**

CENTRAL TENET

**Simplistically –
in some Commonwealth countries, girls outperform boys in education,
in others, boys outperform girls;
in all countries, men outperform women in status and wealth**

There is a rough correlation between economic development and boys' failures in the education system – the more developed the economy, the more likely are boys to fail.

There is little correlation between economic development and male success in status and wealth.

a) data on gender disparities

**in developed countries, girls outperform boys, but there is the beginnings of evidence of a slight change;
in the richer, stable developing countries, there is rough parity in boys and girls' achievements and a varied pattern of each gender's areas of 'best fit';
in the poorest developing countries, boys outperform girls;
in all countries, men outperform women in status and wealth.**

Now decide your answers to the questions on the next slide. Do not confer with your neighbours

In some countries, boys retention into secondary schools is less than that for girls. Which Commonwealth countries?

Australia, Botswana, Jamaica, Malawi, Mauritius, Namibia, New Zealand, Sri Lanka, Tanzania, Trinidad and Tobago, United Kingdom (Leo-Rhynie, 1999)

In which Commonwealth countries do ethnic minority groups do considerably better or considerably worse than the majority peoples?

All of them

In which Commonwealth countries do female primary teachers outnumber male primary teachers?

Australia, Barbados, Canada, New Zealand, Trinidad, United Kingdom, St Vincent, Botswana, South Africa, Lesotho. Caribbean.

***Note: Latin America - 90% female; Arab countries – average 50%
Numbers and % of women teachers are increasing everywhere.***

In which countries do male pupils develop fine motor, cognitive and linguistic skills earlier than do girls?

Probably none! In those countries of the world in which research on early years development has been done, the results are that girls much earlier develop those parts of the brain which control these skills

Gender differences around the Commonwealth - some examples

<i>Most Commonwealth countries</i>	<i>Australia, Barbados, Canada, New Zealand, Trinidad, United Kingdom, St Vincent</i>
Virtually all access primary schooling; fewer girls than boys access post primary education	All access schooling; fewer boys than girls access post secondary education
Retention: fewer girls than boys complete a secondary education; fewer girls than boys continue to higher education	Retention: More boys than girls voluntarily truant and are formally excluded. Fewer boys than girls continue to higher education
Achievements: fewer girls than boys achieve good examination results	Fewer boys than girls achieve good examination results
Boys do better in the technical and scientific subjects than do girls; girls do better than boys in the humanities	Boys do better in the technical and scientific subjects than do girls but the difference is declining; girls do better than boys in the humanities

<i>Most Commonwealth countries</i>	<i>Australia, Barbados, Canada, New Zealand, Trinidad, United Kingdom, St Vincent</i>
More men than women achieve senior posts in schools	More men than women achieve senior posts in schools
More men than women achieve higher status positions in all careers and earn on average considerably more than women	More men than women achieve higher status positions in all careers and earn on average considerably more than women
Where women are in the majority as teachers, teaching tends to be a low status occupation	

b. Outline of possible causes

1) PHYSICAL - *biology*

2) SOCIETAL -

2a) Psycho-social, role modelling, social culture;

2b) Geography and Economics

2c) Political will

3) SCHOOL EFFECTS -

a) Culture

b) Curriculum

c) Teaching methods and materials

d) Testing methods

e) Variable school quality

School effects: stop press

The effect on boys of having a predominantly female teaching force

In New Zealand, 18% of teachers are men, 1 in 5 of Auckland University's primary school teacher trainees are male

BUT students said 'Boys don't care if their teacher is a man or a woman; they want good teachers they could relate to,...who showed an interest, answered questions, provided individual help and were willing to have fun'

BUT staff said male teachers for boys were important for 'at risk' students with no father at home and generally to act as role models for boys social and emotional development.

'Boys are getting the message that they don't have to perform as well as girls'

2007 research reported in the NZ Herald 'Lessons for educators in boys' outlook' article by Martha McKenzie-Minifie, Education reported; undated newclipping likely to be Sept 07

Routes to change?

**International organisations such as the Commonwealth and the United Nations, concentrate macro and micro efforts in developing countries and towards improving the situation for women and girls in education
e.g. The Macro Solutions**

Commonwealth Policy on Gender Mainstreaming 1999

**JOMTIEN DECLARATION (THAILAND, 1990) – TO IMPROVE ACCESS
TO PRIMARY EDUCATION AND CLOSE THE GENDER GAP**

**2005-2014 UN DECADE FOR SUSTAINABLE DEVELOPMENT
KEY ACTION THEME = GENDER EQUALITY
AS BOTH AN AIM AND A PRECONDITION OF SD**



**2000 WORLD BANK REPORT
COUNTRIES THAT ADOPT SPECIFIC MEASURES TO
PROTECT WOMEN'S RIGHTS AND INCREASE THEIR
ACCESS TO RESOURCES AND SCHOOLING HAVE LESS
CORRUPTION AND ACHIEVE FASTER ECONOMIC
GROWTH THAN COUNTRIES THAT DO NOT.**

**REDUCING THE GENDER GAP IN AFRICA WOULD
INCREASE AGRICULTURAL PRODUCTIVITY BY ONE
FIFTH**

[HTTP://WWW.USINFO.STATE.GOV/USA/BEIJING5/00060203.HTM](http://www.usinfo.state.gov/usa/beijing5/00060203.htm)



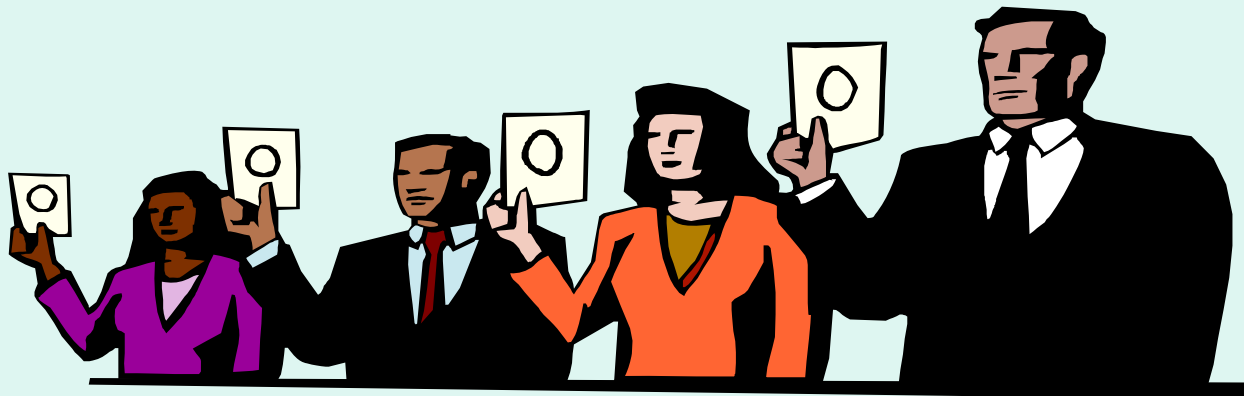
Routes to change?

Median ways: individual government's interventions

Ministries for Women or gender issues

Equal Opportunities legislation

Investments in school initiatives



ROUTES TO CHANGE? Micro efforts...

Ghana - Science, Maths and Technology Clinics for Girls

Zimbabwe - creation of a head's handbook on gender sensitisation;

Cambridge Female Education Trust helping girls form self-help group and helping communities build huts for girls near schools

Malawi - primary school gender streaming

Tanzania - finding out why women don't proceed to tertiary education; producing gender sensitive magazines

Nigeria - counselling skills for women staff

Uganda - volunteer adult educators; research projects to gather data; girls elected as prefects and class monitors; studies of various tribal cultures to find the 'levers for encouragement for girls' eg rewarding fathers who help daughters

Zambia - supporting community matrons as counsellors; changing teaching methods from the didactic

Botswana - teen mother education

South Africa - making physics teaching gender friendly

LISTS LIKE THIS ONE COULD BE REPLICATED FOR ALMOST ANYWHERE IN THE WORLD BUT THERE ARE MORE SUCH PROGRAMMES FOR GIRLS THAN FOR BOYS

Lincoln University Centre for Education Research & Development

Doctoral Programmes

Emeritus Professor Angela Thody

SHOULD WE GIVE THE BOYS A CHANCE?

Which 'lecture' method should I adopt?



And so at last as times stroll by
And school days are no more
We part to go our many ways
Scattered the wide world o'er
And all our days most steadfastly
These high ideals will hold
And deep within our hearts must keep
The honour of the school

